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ABSTRACT

The Employer Survey is an extension of the 1994 Graduate Follow-up Study. The primary question was "How well did [Saginaw] graduates measure up to the District's 10 'graduate standards' through the eyes of our customers?" These graduate standards are represented in a set of statements of the adult roles, skills and education all students need in order to be successful in the world after graduation. The Employer Survey attempted to measure each graduate standard by using two or three key statements related to each. Twenty-three of the 119 employers solicited responded to the survey. The major purpose of the survey was to determine if there is agreement between employer ratings and the graduates themselves in terms of the graduate standards. Employers gave higher marks to the graduates than the graduates gave themselves. In addition, employers saw the graduate standards which seem essential to graduates becoming productive workers as being rated lower, relatively speaking, than others. Overall, graduates and employers grade the school's performance relative to the standards in the "good" range. Appendices are: Draft of Graduate Standards; Employer Survey and cover letter; Employer code listing; 1995 Employer Survey tabulated results; and graduate standard to statement number key. (JBJ)

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ED 392 001

EVALUATION REPORT

1995 EMPLOYER SURVEY

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

Saginaw, Michigan

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1995 EMPLOYER SURVEY

An Approved Report of the

DEPARTMENT OF EVALUATION, TESTING AND RESEARCH

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School District of the City of Saginaw

June, 1995

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Introduction

The Employer Survey is an extension of the 1994 Graduate Follow-up Study. This study, which appears under a separate cover, was undertaken for a number of reasons, but a most primary reason was to serve as one of the "success indicators" related to the District's Strategic Plan. Employer and higher education surveys related to the 1994 graduates were two other "success indicators" in addition to the Graduate Follow-Up Study itself. The primary question related to both was "How well did our graduates measure up to the District's ten 'graduate standards' through the eyes of our customers?"

These "graduate standards" (see Appendix A for the complete description) are represented in a set of statements of the adult roles, skills and education all students need in order to be successful in the world after graduation from Saginaw Schools. It represents a consensus of the best knowledge and expertise of the schools' customers, both inside and outside the school system. It comes from people who live, work, and prosper in the world around us. The Saginaw Schools envision all students achieving the "graduate standards". They are concisely stated in the following conceptual categories: 1.) academic achiever, 2.) self-directed learner, 3.) complex thinker, 4.) effective communicator, 5.) individual/group problem solver, 6.) strong interpersonal relator, 7.) collaborative worker, 8.) creative quality producer, 9.) community contributor, and 10.) health conscious individual.

The Employer Survey attempted to measure each "graduate standard" by using two or three key statements related to each (see Appendix B for a copy of the survey and the cover letter). Since it is only approximately nine months past graduation, most employers may not completely know their new employees. In addition, a large percentage of our graduates are going back for further education and a good share of these same graduates are also

employed. Thus, current employment for the college bound graduates maybe just a means to the end of further post-secondary education.

Before proceeding into the Employer Survey results, a review of the 1994 Graduate Follow-up Study results seems necessary to set the stage for the employer's evaluation of their employees relative to the ten "graduate standards" and other issues.

Graduate Follow-Up Study Results

The 1994 Saginaw Public Schools' graduate follow-up survey was mailed or phoned in March, 1995 to 491 graduates (317 from Arthur Hill and 174 from Saginaw High). A total of 370 of the 491 (75.4%) graduates were contacted. The responding graduates (a total of 370) were proportionally representative of the racial/ethnic and gender groups of the entire graduating class. Of the responding graduates, 170 were employed for pay by approximately 100+ businesses (see Appendix C for a list of the businesses by name). On average, graduates worked 29.5 hours per week and their average weekly pay was $143.05. Approximately a quarter (26.3%) were "very satisfied" with their current employment with the remainder either "somewhat satisfied" (53.9%), "not very satisfied" (17.5%), or "not satisfied at all" (2.3%). More graduates felt they used their high school education "a lot" (14.4%) to "some" (50.3%) on the job rather than "hardly any" (26.1%) to "none" (9.2%). Presently, 36.2% of all graduates are currently looking for a job.

The ten "graduate standards" that relate to the "success indicators" of the District's new Strategic Plan were measured by the graduate follow-up of the Class of 1994. The chart below displays the results related to each "graduate standard", the item used to measure the standard, and the average rating expressed as a grade A thru E, or a 5-point scale (1 thru 5).

Graduate Standard(s)	Skill Item Related on 5-point Scale	Average Rating
Academic Achiever	Career Planning	B (or 2.2)
Self-Directed Learner or Complex Thinker	Skills needed for higher education.	B (or 2.1)
Effective Communicator or Collaborative Worker	Skills to get along with others.	B (or 2.0)

Graduate Standard(s)	Skill Item Related on 5-point Scale	Average Rating
Individual/Group Problem Solver or Community Contributor	Skills to deal with a consistently changing environment.	B (or 2.2)
Strong Interpersonal Relator or Health Conscious Individual	Skills needed to be a wise consumer.	B (or 2.2)
Creative Quality Producer	Skills needed for work.	B (or 2.2)

As can be seen from a review of the chart above, all ten "graduate standards" were given a grade of "B" on a scale ranging from A thru E, or points 2.0 thru 2.2 on a 5-point scale (where 1=very good, 2=good, 3=undecided, 4=poor, and 5=very poor). The district appears to have done the best when it came to producing Effective Communicators or Collaborative Workers, which were given a "B" (or an average rating of 2.0). The Self-Directed Learners or Complex Thinkers, which were given a "B" (or an average rating of 2.1), followed. Finally, Academic Achievers, Individual and Group Problem Solvers, Community Contributors, Strong Interpersonal Relators, Health Conscious Individuals, or Creative Quality Producers were last with a grade of "B", or an average rating of 2.2. Thus, from the standpoint of responding graduates, it is clear that they, on average, grade their school's outcome on the "graduate standards" as a "B" (or an average rating of 2.0 to 2.2). The Employer Survey seeks to determine if there is agreement on these ratings or whether there are large discrepancies.

A description of the procedures used in the Employer Survey is presented below.

Procedures

The 170 employed graduates, who responded to the graduate follow-up study, provided the names of their employers and in most cases also the addresses of these employers. A cover letter (Appendix B) was written that allowed for a listing of students employed by the same company/organization along with a rationale for the study and directions to the responding employer. Also drafted was a set of 25 statements of behavior (approximately three each for the ten "graduate standards") which were to be ranked on a five point scale from 1=very well to 5=very poor. These statements plus two other questions (one relating to characteristics lacking in the employed graduate and the other relating to how the survey could be improved in the future) comprised the 27 items posed to the employers (see Appendix B for a copy of the survey).

On Monday, May 8, 1995 the Employer Survey was mailed to 134 employers. (Some employers could not be reached because no addresses were provided, no address could be located, etc.) The cover letter requested that the survey instrument be returned in the stamped, self-addressed envelope on or before May 25, 1995. As of June 6, 1995 a total of 23 employers had returned a completed survey. In addition, 13 employers said they did not employ our graduate(s). Thus, the 23 employers of 119 total represents a return of 19.3%. These returned Employer Surveys were coded, tabulated, and summarized.

The findings of the Employer Survey follow on the next page but the complete set of tabulated results are presented in Appendix D.

Findings

The reader is again reminded that the complete results from the employers to each survey question are given in Appendix D.

Highlights

A total of 23 of 119 (19.3%) employers responded to the survey. Most respondents responded to all or a majority of the survey items, especially the first 25 items related to the "graduate standards."

A review of the responses given by the employers reveals three major issues explored - "graduate standards", characteristics not found but desired, and suggestions to improve future studies. These three major issues will serve as organizing concepts for the review of responses given below.

"Graduate standards". The ten "graduate standards" (see Appendix A for a complete description of each) that relate to the "success indicators" of the District's new Strategic Plan were measured in part by the Employer Survey. The Employer Survey asked employers to rate our employed class of 1994 graduates on 25 statements using a 5-point scale (1=very well to 5= very poor). The results related to each statement can be found in Appendix D. The 25 statements were each related back to a "graduate standard" (see Appendix E for a key to this matching). The average ratings for matching statements were averaged to determine the rating for each "graduate standard." The chart below displays the overall average rating of each "graduate standard" on a 5-point scale (1 through 5) or a course grade scale of A through E.

"Graduate Standard"	Average Rating of Employers
Academic Achiever	1.8 (or A)
Self-Directed Learner	2.1 (or B)

"Graduate Standard"	Average Rating of Employers
Complex Thinker	1.7 (or A)
Effective Communicator	1.9 (or A)
Individual/Group Problem Solver	2.1 (or B)
Strong Interpersonal Relator	2.0 (or B)
Collaborative Worker	2.1 (or B)
Creative Quality Producer	2.0 (or B)
Community Contributor	1.9 (or A)
Health Conscious Individual	2.0 (or B)

As can be seen from a review of the chart above, all ten "graduate standards" were given a grade of "A" or "B" on a scale ranging from A thru E, or points 1.7 thru 2.0 on a 5-point scale (where 1=very good, 2=good, 3=undecided, 4=poor, and 5=very poor). The district appears to have done the best according to employers when it came to producing Complex Thinkers, Effective Communicators, and Community Contributors which were given an "A" (or a 1.7, 1.8, and 1.9 average rating respectively). The Strong Interpersonal Relators, Creative Quality Producers, Health Conscious Individuals, Self-Directed Learner, Individual/Group Problem Solvers, and Collaborative Workers were given a "B" (or a 2.0, 2.0, 2.0, 2.1, 2.1, and 2.1 average respectively). Thus, from the standpoint of responding employers, it is clear that they, on average, grade our school's outcome on the "graduate standards" as either an "A" or "B" (or an average rating from 1.7 to 2.1).

Characteristics not found, but desired. Employers were asked what, if any, characteristics did they expect to find in our graduates, but did not find in them? Two employers each believed that graduates needed to display more of the following:

- People skills/more outgoing;
- Pride in their work skills; and
- Ambition/hard-working.

A single employer felt the following were also lacking: enthusiasm, responsibility, ability to deal constructively with criticism, ability to show consideration toward fellow workers, and more dependability in terms of scheduled hours.

Suggestions to improve future studies. Two employers felt there should be more questions related to people to people skills rather than the majority devoted to technical skills. The other employer response (offered by a lone respondent) thought the measurement of social interaction and other "graduate standards" should take place early in the schooling process such that students would have an opportunity to improve upon these skills prior to graduation.

Summary

The most significant results of the Employer Survey which took a look at Saginaw's Class of 1994 (ten months after graduation) through the eyes of their employers have been presented. Data relative to the "graduate standards," characteristics not found but desired, and suggestions to improve the survey were sought.

Some 23 of the 119 (19.3%) of the employers responded to the survey via mail. The number of responding employers was less than hoped. The small size of the respondent employer group allows one to take a look at a select sample of respondents who chose to respond to the survey. The reader is reminded that a Higher Education Survey is also being undertaken and will appear under a separate cover later this summer.

"Graduate Standards"

The major purpose of the Employer Survey was to determine if there is agreement between their ratings and the graduates themselves in terms of the "graduate standards." The chart below displays the results of the employers and the graduates related to each standard. The items used to determine the "graduate standard" for each group differed greatly.

	Average Ratings*	
"Graduate Standard"	Employers	Graduates
Complex Thinkers	1.7 (or A)	2.1 (or B)
Academic Achiever	1.8 (or A)	2.2 (or B)
Effective Communicator	1.9 (or A)	2.0 (or B)
Community Contributor	1.9 (or A)	2.2 (or B)
Interpersonal Relator	2.0 (or B)	2.2 (or B)
Creative Quality Producer	2.0 (or B)	2.2 (or B)
Health Conscious Individual	2.0 (or B)	2.2 (or B)
Self-Directed Learner	2.1 (or B)	2.1 (or B)

	Average Ratings*	
"Graduate Standard"	Employers	Graduates
Individual/Group Problem Solver	2.1 (or B)	2.2 (or B)
Collaborative Worker	2.1 (or B)	2.0 (or B)

*Ratings were on a 5-point scale (where 1=Very Good, 2=Good, 3=Undecided, 4=Poor, and 5=Very Poor).

As can be seen from the chart above, employers gave four "A" (or average ratings ranging from 1.7 to 1.9 over the four standards) and six "B" (or average ratings ranging from 2.0 to 2.1 over the six remaining standards) while graduates gave themselves ten "B" (or average ratings from 2.0 to 2.2). Thus, employers gave higher marks to graduates than graduates gave themselves. In addition, employers saw the "graduate standards," (self-directed learner, individual/group problem solver, and collaborative worker) which seem essential to graduates becoming productive workers as being rated lower relatively speaking than others. Overall, graduates and employers graded the school's performance relative to the "graduate standards" in approximately the "good=2" range (employers ranging from 1.7 to 2.1 and graduates 2.0 to 2.2).

Overall, many insightful responses have been provided through this Employer Study and earlier Graduate Follow-Up Study. Hopefully, the planned for survey of the institutions of higher education will also be as interesting. The Higher Education Survey results are planned for under separate cover later this Spring if sufficient responses are obtained from the colleges or universities.

APPENDICES

Graduate Standards

The Graduate Standards are a statement of the adult roles, skills and education all students need in order to be successful in the world after graduation from Saginaw Schools. It represents a consensus of the best knowledge and expertise of our customers, both inside and outside the school system. It comes from people who live, work, and prosper in the world around us. We envision all students achieving the Standards; our Mission is to ensure that vision becomes reality.

A. **ACADEMIC ACHIEVERS**, who:

- Demonstrate achievement of academic core curriculum content standards in science, mathematics, language arts,and social studies.
- Demonstrate proficiency on MEAP and high school proficiency assessments in science, mathematics, language arts, and social studies.
- Read, write, speak and listen effectively and appropriately in a variety of settings, and for a variety of audiences.
- Understand and use basic mathematics skills to reason and communicate mathematically to solve real world problems.
- Make connections between and among subject areas.
- Learn and use scientific knowledge and ways of thinking, through the study of the life and physical sciences and technological systems.
- Demonstrate effective, responsible citizenship through the study of history, geography, economics, civics and humanities.
- Examine and make career choices and plan educational programs to meet these goals.

B. **SELF-DIRECTED LEARNERS**, who:

- Seek and use information with or without direction.
- Use tools, technology, and resources appropriately.
- Conceptualize, theorize, and apply knowledge.
- Synthesize, evaluate, and select plans of action.
- Display responsibility, self-motivation, self-esteem, curiosity, persistence, and are goal-oriented.
- Seek and set standards, by which they evaluate their own work.

C. **COMPLEX THINKERS**, who:

- Analyze, synthesize, and evaluate available resources and information in a logical, flexible, and innovative manner to make decisions and solve problems in a variety of situations.
- Make connections between learning and real life.
- Express creativity.
- Understand many points of view.

D. **EFFECTIVE COMMUNICATORS**, who:

- Speak and write English with clarity and purpose, through various styles and forms of communication.
- Know and understand non-verbal communication.
- Share, elicit, and actively listen to ideas, logic, and different points of views.
- Interpret and communicate data from text, graphs, charts, and other sources.

E. **INDIVIDUAL/GROUP PROBLEM SOLVERS**, who:

- Evaluate situations and problems appropriately.
- Hypothesize, associate, and predict.
- Use problem-solving skills.
- Construct and verbalize solutions.
- Identify, organize, plan, and allocate resources.
- Choose ethical courses of action.
- Understand group dynamics and leadership skills, apply negotiation skills, and facilitate consensus.
- Apply technology to solve problems.
- Listen to, share, and accept different opinions.

F. **STRONG INTERPERSONAL RELATERS**, who:

- Respect the feelings and ideas of others.
- Achieve consensus and exhibit a willingness to compromise.
- Perform with reliability and tenacity.
- Accept responsibility and understand consequences of actions.
- Understand when to lead and when to follow.
- Constructively manage conflict within themselves and between and among others.

G. **COLLABORATIVE WORKERS**, who:

- Demonstrate group skills, integrate interpersonal relationships and are effective in multiple roles to accomplish goals within a multicultural diverse setting.
- Practice basic communication skills to encourage and motivate members to work to their potential.
- Recognize and use techniques to achieve consensus and compromise in making appropriate decisions.
- Interact in a positive manner and maintain a sense of humor in sharing praise and criticism.
- Demonstrate flexibility and innovation.
- Express and manage critical thinking skills in sharing and considering ideas.

H. **CREATIVE QUALITY PRODUCERS**, who:

- Are able to work individually and collaboratively in culturally diverse groups, creating intellectual, artistic, and practical products.
- Foster, develop, and sustain supportive, productive relationships.
- Support their own and others' originality, high standards, and the application of problem-appropriate technologies, resources, and information.
- Anticipate, assess, and work toward resolution of challenges and problems faced in a rapidly changing global society.
- Seek and set standards by which they evaluate their own work.

I. **COMMUNITY CONTRIBUTORS**, who:

- Contribute their knowledge, time, and talents to making their neighborhood and community a better place to live.
- Participate in community projects.
- Relate to others and possess respect and tolerance for cultural, racial, and political differences.
- Possess a willingness and ability to work with others.
- Express self-assurance and good communication skills

J. **HEALTH CONSCIOUS INDIVIDUALS**, who:

- Practice and exhibit a healthy lifestyle.
- Understand and value proper nutrition.
- Recognize and practice physical fitness activities.
- Display the ability to handle stress in responsible ways.

550 Millard Street
Saginaw, Michigan 48607-1193
(517) 759-2200
Fax: (517) 759-2315

Foster B. Gibbs, Ph.D., Superintendent

May 8, 1995

Address

Dear Sir or Madam:

In line with our district's Strategic Plan, we in the School District of the City of Saginaw are dedicated to improving the quality of services we provide to our customers. We consider our customers to be not only the students themselves, but also the employers who receive our students once they graduate from our high schools.

To help us to determine the quality of our educational program, we are conducting a survey of our customers. We are asking for your participation and input. Through a survey of 1994 graduates, the following former student(s) have reported to us that you now employ them: students. We realize some of these graduates may no longer be employed or have incorrectly identified your organization, however, this is the best information we currently have. If any have been or currently are in your employ, please rate them as a group.

On the enclosed survey form, please indicate how well those students were prepared in terms of our Graduate Standards, which accompany this letter. These standards were developed with input from employers, educators in colleges and universities, parents, school employees, and community members. All of your responses will be kept confidential; only grouped information will be reported.

For your convenience, a stamped, self-addressed, return envelope has been enclosed. Please complete and return the survey by Friday, May 25, 1995.

Thank you in advance for your participation. This is an important step in our efforts to continually improve the quality of our educational program.

Sincerely,

Foster B. Gibbs

Foster B. Gibbs,
Superintendent

Enclosure

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APPENDIX B

School District of the City of Saginaw, Michigan
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1995 EMPLOYER SURVEY

Date: _____

Directions: Below are 25 statements describing student characteristics the Saginaw Public School District considers necessary for success after graduation (graduate standards). Please think of those opportunities you have had to observe our 1994 graduates in your employ and describe them using these statements on a five point scale. Circle **VW** for **Very Well**, **G** for **Good**, **U** for **Undecided**, **P** for **Poor**, and **VP** for **Very Poor**; circle **N/O** if you have had **No Opportunity** to observe the characteristics. Again, we do not intend to evaluate individual students; wherever possible, answer in collective or general terms.

1.	Demonstrates achievement in science, mathematics, language arts, and social studies.	VW	G	U	P	VP	N/O
2.	Reads, writes, speaks, and listens effectively in a variety of settings.	VW	G	U	P	VP	N/O
3.	Uses mathematics skills effectively to solve problems.	VW	G	U	P	VP	N/O
4.	Uses information effectively with or without direction.	VW	G	U	P	VP	N/O
5.	Evaluates and selects plans of action to arrive at a solution.	VW	G	U	P	VP	N/O
6.	Uses standards by which to evaluate work.	VW	G	U	P	VP	N/O
7.	Speaks and writes with clarity and purpose through various styles and forms of communication.	VW	G	U	P	VP	N/O
8.	Shares, elicits, and actively listens to ideas, logic, and different points of view.	VW	G	U	P	VP	N/O
9.	Interprets and communicates information contained in text, graphs, charts, and other sources.	VW	G	U	P	VP	N/O

APPENDIX B

1995 EMPLOYER SURVEY

10.	Allocates time and other resources to accomplish goal or task.	VW	G	U	P	VP	N/O
11.	Follows an ethical course of action.	VW	G	U	P	VP	N/O
12.	Applies leadership and negotiation skills to facilitate consensus.	VW	G	U	P	VP	N/O
13.	Accepts responsibility and understands consequences of actions.	VW	G	U	P	VP	N/O
14.	Understands when to lead and when to follow.	VW	G	U	P	VP	N/O
15.	Constructively manages conflict within themselves and between and among others.	VW	G	U	P	VP	N/O
16.	Demonstrates group skills to accomplish goals.	VW	G	U	P	VP	N/O
17.	Practices basic communication skills to encourage and motivate colleagues to work to their potential.	VW	G	U	P	VP	N/O
18.	Demonstrates flexibility and innovation.	VW	G	U	P	VP	N/O
19.	Uses available technologies effectively (e.g., computers, telecommunication, etc.).	VW	G	U	P	VP	N/O
20.	Works effectively toward the resolution of challenges and problems.	VW	G	U	P	VP	N/O
21.	Participates in voluntary community/ corporate projects.	VW	G	U	P	VP	N/O
22.	Displays a tolerance and respect for cultural, racial, and political points of view.	VW	G	U	P	VP	N/O
23.	Possesses an ability to work with others.	VW	G	U	P	VP	N/O
24.	Exhibits a healthy lifestyle.	VW	G	U	P	VP	N/O
25.	Displays the ability to handle stress in responsible ways.	VW	G	U	P	VP	N/O

APPENDIX B

1995 EMPLOYER SURVEY

Directions: Read each question and provide a concise response. If necessary, the back of either page can be used to continue your answer.

26. What, if any, characteristics did you expect to find in our graduates, but did not find in them?

_____

_____

_____

_____

_____

_____

27. How could this instrument be structured/presented/timed differently so your organization could better provide the needed information?

_____

_____

_____

_____

_____

_____

Please use the stamped, addressed, return envelope to send back the completed survey.

Thank you for your participation.

School District of the City of Saginaw
Attention: Evaluation, Testing & Research Department
550 Millard St.
Saginaw, MI 48607

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APPENDIX C

The following employer codes were used in responses to the 1994 Graduate Follow-up Study (mail and telephone surveys) to question 9.B.

9.B. Who are you working for?

Company name: _____
Address: _____
_____
Supervisor: _____

Code	Name of Employer
001	Saginaw Education TV Channel 11
002	Hungry Howie's Pizza and Subs
003	Olive Garden Restaurant
004	McDonald's
005	Formula Cut
007	Great Beginnings Christian Child Care
008	Rally's Hamburgers
009	Duro Last Roofing Inc.
010	MSC Car Wash
011	Deb Shop (Clothing Store)
012	Lakeside Village
013	Hope College
014	Bay Valley Resort
015	Oakland University
016	China Coast
017	R.A. Monk Insurance Co.
018	Navy/Army/Marines
019	Wayne County Community College
020	Sun Tan Beauty
021	Dollar Bills
022	Meijer's
023	Sears
024	Quality Farm & Fleet
025	Lee's Famous Recipe Chicken
026	K-Mart
027	Village Skate
028	Sibley's
029	Wolohan's Lumber
030	Quad Theater
031	MSU
033	Coco Tan
034	Fill and Wash Car Washing
035	Michigan Coney Island
036	Lil Chef
037	Lift Jesus Higher Outreach Company

APPENDIX C

Code	Name of Employer
038	Wendy's
040	Little Ceasars
041	Subway
042	Guess Jeans Outlet
043	St. Luke's Hospital
044	Cooper Watch Works
045	Coopers
047	Arizona Heating & Cooling
048	Taco Bell
049	Saginaw Public Schools
050	Target
051	Bay Shores Nursing Home
052	Mi or Mc
053	Prime Time TV
054	Best Products
055	Champs Sporting
056	Long John Silver
057	Lady's Foot Locker
058	Kessel's
059	Farmer Jack
060	Aquinas College
061	Dominos
062	Hunan Restaurant
063	Dollar Store
064	First Christian Church
065	MICRO - TEC
066	ABC Warehouse
067	Frank's Nursery
068	Kentucky Fried Chicken
069	Baker Shoes
070	Foster's Floor Covering
071	Southwest Freight
073	Hooter's
074	Civitan Recreation Center
075	Randy River
076	U.S. Post Office
077	Next Door Food
078	Sub-Shop
079	Bavarian Inn
080	University of Michigan
081	Hoyt Library
082	Dow Chemical
083	Western Michigan University
084	Burger King
085	T.J. Maxx

APPENDIX C

Code	Name of Employer
087	Motorola Parts Plant
088	Bringer Inn
090	Watz Realty
091	Alert Protective
092	Autohaus
094	Child Development Center
095	Peerless Environmental Services, Inc.
096	Muffler Man
097	Pennzoil 10-Minute Oil Change
099	Short Horn Market
100	Le Fevre
101	Tony's
102	Old Country Buffet
103	Project PRIDE
104	Big Boy
105	J & G Machine Shop
106	Bruno Martin Company
107	St. Lukes & Saginaw General
108	Louisiana State University
109	Jack's Meat Market
110	Saginaw Auto Interior Decorating
111	Kenny Roger's Roasters
112	IGA
113	Rite Aid
114	Blimpie's

APPENDIX D

School District of the City of Saginaw, Michigan
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1995 EMPLOYER SURVEY
(N=23)

Date: _____

Directions: Below are 25 statements describing student characteristics the Saginaw Public School District considers necessary for success after graduation (graduate standards). Please think of those opportunities you have had to observe our 1994 graduates in your employ and describe them using these statements on a five point scale. Circle **VW** for **Very Well**, **G** for **Good**, **U** for **Undecided**, **P** for **Poor**, and **VP** for **Very Poor**; circle **N/O** if you have had **No Opportunity** to observe the characteristics. Again, we do not intend to evaluate individual students; wherever possible, answer in collective or general terms.

Very Well	Good	Undecided	Poor	Very Poor	
1.9					1. Demonstrates achievement in science, mathematics, language arts, and social studies. (N=16)
1.8					2. Reads, writes, speaks, and listens effectively in a variety of settings. (N=22)
1.7					3. Uses mathematics skills effectively to solve problems. (N=17)
1.8					4. Uses information effectively with or without direction. (N=23)
	2.3				5. Evaluates and selects plans of action to arrive at a solution. (N=22)
	2.1				6. Uses standards by which to evaluate work. (N=18)
	2.0				7. Speaks and writes with clarity and purpose through various styles and forms of communication. (N=21)
1.7					8. Shares, elicits, and actively listens to ideas, logic, and different points of view. (N=20)

APPENDIX D

1995 EMPLOYER SURVEY
(N=23)

Very Well	Good	Undecided	Poor	Very Poor		
1.9					9.	Interprets and communicates information contained in text, graphs, charts, and other sources. (N=15)
	2.0				10.	Allocates time and other resources to accomplish goal or task. (N=23)
	2.0				11.	Follows an ethical course of action. (N=23)
	2.4				12.	Applies leadership and negotiation skills to facilitate consensus. (N=23)
1.9					13.	Accepts responsibility and understands consequences of actions. (N=23)
	2.2				14.	Understands when to lead and when to follow. (N=22)
	2.0				15.	Constructively manages conflict within themselves and between and among others. (N=22)
1.9					16.	Demonstrates group skills to accomplish goals. (N=22)
	2.3				17.	Practices basic communication skills to encourage and motivate colleagues to work to their potential. (N=20)
	2.0				18.	Demonstrates flexibility and innovation. (N=22)
1.9					19.	Uses available technologies effectively (e.g., computers, telecommunications, etc.). (N=12)
	2.1				20.	Works effectively toward the resolution of challenges and problems. (N=22)
	2.1				21.	Participates in voluntary community/ corporate projects. (N=13)

APPENDIX D

1995 EMPLOYER SURVEY
(N=23)

Very Well	Good	Undecided	Poor	Very Poor		
1.9					22.	Displays a tolerance and respect for cultural, racial, and political points of view. (N=22)
1.8					23.	Possesses an ability to work with others. (N=23)
	2.0				24.	Exhibits a healthy lifestyle. (N=21)
	2.0				25.	Displays the ability to handle stress in responsible ways. (N=22)

Directions: Read each question and provide a concise response. If necessary, the back of either page can be used to continue your answer.

26. What, if any, characteristics did you expect to find in our graduates, but did not find in them?

- People skills/more outgoing. (2)*
- Pride in their work skills. (2)
- Ambition/hard-working. (2)
- Enthusiasm. (1)
- Responsibility. (1)
- Ability to deal constructively with criticism. (1)
- Ability to show consideration toward fellow workers. (1)
- More dependable in terms of scheduled hours. (1)

27. How could this instrument be structured/presented/timed differently so your organization could better provide the needed information?

- Ask question related to people-to-people skills rather than technical skills. (2)
- Progress record of student (social interaction) should be provided at time of employment, thus graduate standards should be measured prior to graduation so skills can be improved while in school. (1)

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*The number in parentheses indicates the number of employers responding to the open-ended question with this response.

APPENDIX E

Graduate Standard to Statement Number Key

Graduate Standard	Statement Number Used to Measure Standard
Academic Achiever	1, 2, 3
Self-Directed Learner	4, 5, 6
Complex Thinker	8
Effective Communicator	7, 9
Individual/Group Problem Solver	10, 11, 12
Strong Interpersonal Relator	13, 14, 15
Collaborative Worker	16, 17, 18
Creative Quality Producer	19, 20
Community Contributor	21, 22, 23
Health Conscious Individual	24, 25